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ABSTRACT

In this study, questionnaires were sent to 191 university departments of educational administration and political science in October 1969 to determine whether the departments offered courses in the politics of education. The 179 respondents identified 45 courses or sequences of courses offered at U.S. and Canadian universities. A table of responses, listed alphabetically by state, is presented. It was noted that the majority of courses identified are intended to serve advanced graduate students and are offered as electives. Responses covering 37 of the 45 courses indicated that during 1969, about 1100 students took courses in the politics of education. Of these, 60 percent were doctoral students, 32 percent, masters degree students, and 8 percent, undergraduates. The majority of the students were specializing in educational administration and aspired to be school administrators or administrators of higher education. Information on the instructors is presented in a table which lists the names and addresses of professors teaching courses in the politics of education alphabetically by state. Respondents submitted bibliographies for 28, syllabi for 25, and catalog descriptions for 2 of the 45 politics of education courses identified. Substantial variation from campus to campus was noted. (RT)

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SURVEY OF TEACHING THE POLITICS OF EDUCATION

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SP005264

SURVEY OF TEACHING THE POLITICS OF EDUCATION

This paper reports the results of a survey of university teaching of the politics of education. In the past five years research, publication and teaching in the politics of education have increased. Further evidence of increased interest in this field was the establishment, in 1969, of a Politics of Education "interest group" of the American Educational Research Association.

One of the first activities agreed upon by the newly-formed interest group was a survey of the scope and substance of teaching in this emerging field. The author was delegated responsibility for conducting this survey by members of the interest group which is presently chaired by Mike Millstein, Department of Educational Administration, State University of New York at Buffalo. A major purpose of this survey was to identify a group of teachers in this field, in order to facilitate their communication and collaboration as they seek to improve their course offerings.

PROCEDURES

Selected departments of educational administration and political science were sent questionnaires in October, 1969, to determine whether the departments offered courses in the politics of education. For the purpose of this survey, courses in the politics of education were defined as "courses that have as their central focus, educational policy, educational politics, or educational governance." Those departments that responded in the affirmative were asked for information concerning the students served, the instructors, and the substance of the course or courses offered.

The population surveyed included (1) university departments of educational administration and political science represented by the fifty-four members of the AERA Politics of Education Interest Group; (2) departments of educational administration, not accounted for in the first sub-sample, which are members of the University Council for Educational Administration; (3) other departments of educational administration at U.S. universities that grant doctorates in educational administration; and (4) other departments of political science at U. S. universities that grant doctorates in political science. Departments in (3) and (4) above were identified in The College Blue Book, Twelfth Edition. Thus questionnaires were sent to 191 university departments of educational administration or political science in the United States and Canada. Responses were received from 179, or 94%, of the 191 departments contacted.

RESULTS

Courses Identified:

Respondents identified forty-five courses, or sequences of courses, in the politics of education offered at U.S. and Canadian Universities. Table I presents the responses, as to whether or not courses in the politics of education are offered, by university departments of educational administration and political science, listed alphabetically by states in which the university is located, plus Canada.

It should be noted here, that a negative response is not necessarily an indication that no instruction is offered in the politics of education. Many respondents noted that the politics of education was included as a part, but not the central focus, of one or more courses. Also, mention should be made here that several respondents reported that their department was in the process of considering the institution of a course in the politics of education.

TABLE I

AERA Survey of University Courses in the Politics of Education:
Responses by University Departments of Educational
Administration and Political Science
(Alphabetically by States, plus Canada)

Key: Y = at least one course
N = no course
* = did not respond

Department of Educational Administration	State	Department of Political Science
(N) U. of Alabama	Alabama	(N) U. of Alabama
(Y) Auburn U.		
(N) U. of Arizona	Arizona	(N) U. of Arizona
(N) Arizona State U.		
(N) U. of Arkansas	Arkansas	
(Y) U. of California, Berkeley	California	(N) U. of California, Berkeley
(Y) U. of California, Los Angeles		(N) U. of California, Los Angeles
		(N) U. of California, Riverside
(Y) U. of California, Santa Barbara		(N) U. of California, Santa Barbara
(N) California Western U.		
(Y) Claremont Graduate School		(N) Claremont Graduate School
(N) U. of Judaism		
		(N) U. of Southern California
(Y) Stanford University		(N) Stanford University
(N) U. of Colorado	Colorado	(N) U. of Colorado
(N) Colorado State College		
(N) U. of Denver		
(N) U. of Connecticut	Connecticut	(Y) U. of Connecticut
		(Y) Yale U.
(N) U. of Delaware	Delaware	
	District of Columbia	(N) American U.
(N) Catholic U. of America		(N) Catholic U. of America
(N) George Washington U.		(N) George Washington U.
		(N) Georgetown U.
(Y) U. of Florida	Florida	* U. of Florida
(N) Florida State U.		
(N) U. of Miami		
	Georgia	(Y) Emory U.
(N) U. of Georgia		(N) U. of Georgia

Table I (continued)

Department of Educational Administration	State	Department of Political Science
	Hawaii	(N) U. of Hawaii
(N) U. of Idaho	Idaho	(N) U. of Idaho
(Y) U. of Chicago (cooperatively offered) (N) U. of Illinois, Champaign-Urbana (N) U. of Illinois, Chicago Circle (N) Illinois State U. * Northwestern U. (N) Southern Illinois U.	Illinois	(Y) U. of Chicago (N) U. of Illinois, Champaign-Urbana
(N) Ball State U. (N) Butler U. (Y) Indiana U. (Y) U. of Notre Dame (Y) Purdue U.	Indiana	(N) Indiana U.
(Y) U. of Iowa (N) Iowa State U. of Science and Technology	Iowa	(N) U. of Iowa
(N) U. of Kansas	Kansas	(N) U. of Kansas
* U. of Kentucky	Kentucky	(N) U. of Kentucky
(N) Louisiana State U. (N) Xavier U. of Louisiana	Louisiana	(N) Louisiana State U. * Tulane U.
(N) U. of Maryland	Maryland	(N) Johns Hopkins U. (N) U. of Maryland
(N) Boston U. (Y) Harvard U. * U. of Massachusetts (N) Springfield College	Massachusetts	* Brandeis U. (N) Harvard U. (N) U. of Massachusetts (Y) Massachusetts Institute of Technology (N) Tufts U.
(N) U. of Michigan (N) Michigan State U. (N) Wayne State U. (N) Western Michigan U.	Michigan	(N) U. of Michigan (N) Michigan State U. (N) Wayne State U.
(N) U. of Minnesota	Minnesota	
(N) U. of Mississippi (N) U. of Southern Mississippi	Mississippi	

Table I (continued)

	Department of Educational Administration	State	Department of Political Science
(N)	Central Missouri State College	Missouri	
(N)	U. of Missouri, Columbia		(N) U. of Missouri, Columbia
(N)	U. of Missouri, Kansas City		
(N)	St. Louis U.		(N) St. Louis U.
(Y)	Washington U.		(Y) Washington U.
(Y)	U. of Nebraska	Nebraska	(N) U. of Nebraska
		New Jersey	(N) Princeton U.
(Y)	Rutgers, The State U.		* Rutgers, The State U.
(Y)	U. of New Mexico	New Mexico	
(Y)	New Mexico State U.		
		New York	(N) City U. of New York
(N)	Cornell U.		
(N)	Fordham U.		
(N)	Hofstra U.		
			(N) Hunter College
			(N) Institute of Public Administration
			* New School for Social Research
(Y)	New York U.		(Y) New York U.
			(N) Public Affairs Graduate School
(Y)	U. of Rochester		(N) U. of Rochester
(N)	St. Johns U.		
(N)	State U. of New York, Albany		* State U. of New York, Albany
(Y)	State U. of New York, Buffalo		(N) State U. of New York, Buffalo
(Y)	Syracuse U. (Cooperatively offered)		(Y) Syracuse U.
(Y)	Teachers College, Columbia U.		
(N)	Yeshiva U.		
(N)	Duke U.	North Carolina	(N) Duke U.
(N)	U. of North Carolina, Chapel Hill		(N) U. of North Carolina, Chapel Hill
*	U. of North Carolina, Greensboro		
(N)	U. of Akron	Ohio	
			(N) Case Western Reserve U.
(Y)	U. of Cincinnati		(N) U. of Cincinnati
(N)	Kent State U.		
(Y)	Miami U.		
(N)	Ohio U.		
(Y)	Ohio State U. (Cooperatively offered)		(Y) Ohio State U.
(Y)	U. of Toledo		
(N)	U. of Oklahoma	Oklahoma	(N) U. of Oklahoma
(N)	Oklahoma State U.		

Table I (continued)

	Department of Educational Administration	State	Department of Political Science
(N)	U. of Oregon	Oregon	(N) U. of Oregon
(N)	U. of Portland		
		Pennsylvania	(N) Bryn Mawr College
(N)	Lehigh U.		
(N)	U. of Pennsylvania		(N) U. of Pennsylvania
(Y)	Pennsylvania State U. (Cooperatively Offered)		(Y) Pennsylvania State U.
(N)	U. of Pittsburgh		(N) U. of Pittsburgh
(Y)	Temple U.		(N) Temple U.
		Rhode Island	(N) Brown U.
*	U. of South Carolina	South Carolina	(N) U. of South Carolina
(N)	U. of South Dakota	South Dakota	
(Y)	George Peabody College for Teachers (Offered cooperatively by the Departments of Educational Administration and Political Science)	Tennessee	
(Y)	U. of Tennessee		* U. of Tennessee
			(N) Vanderbilt U.
		Texas	(N) U. of Dallas
(N)	East Texas State U.		
(N)	U. of Houston		
(Y)	North Texas State U.		
(N)	U. of Texas		
(N)	Texas Technological College		
(N)	U. of Utah	Utah	(N) U. of Utah
(N)	Utah State U.		
(Y)	U. of Virginia	Virginia	(N) U. of Virginia
(N)	U. of Washington	Washington	(N) U. of Washington
(N)	Washington State U.		(N) Washington State U.
(Y)	West Virginia U.	West Virginia	(N) West Virginia U.
(N)	Marquette U.	Wisconsin	
(Y)	U. of Wisconsin, Madison		(N) U. of Wisconsin, Madison
(Y)	U. of Wisconsin-Milwaukee		
(Y)	U. of Wyoming	Wyoming	
(Y)	U. of Alberta	Canada	
(Y)	Ontario Institute for Studies in Education		

Of the forty-five courses, or sequences of courses, identified, thirty-one are taught in departments of educational administration, while seven are taught in departments of political science. At five institutions (University of Chicago, George Peabody College for Teachers, Ohio State University, Pennsylvania State University, and Syracuse University), courses in the politics of education are offered cooperatively by the departments of educational administration and political science. In addition, courses in the politics of education are offered by the Department of Social Foundations of Education at the University of Cincinnati, and by the Department of Policy Studies at Harvard University.

The majority of courses identified are intended to serve advanced graduate students. Of the forty-five courses, nineteen are limited to post-Master's Degree students, and nineteen are open to both Master's Degree and Post-Master's Degree students. Four courses were identified as being offered at the Master's Degree level, while three courses (at Emory University, Massachusetts Institute of Technology, and Washington University) are offered to undergraduate students.

The majority of courses in the politics of education are offered as electives. Thirty-two of the courses are not required, while seven are required for the Doctorate and one is required for the Master's Degree and Credential. Information on this point was not received with respect to five of the courses.

The Students Served:

Responses covering thirty-seven of the forty-five courses identified indicated that, during the calendar year, 1969, approximately 1100 students were served by courses in the politics of education. Sixty percent of the students identified by level were post-Master's Degree students, thirty-two percent were Master's Degree students, and eight percent were undergraduates. Sixty percent of the students identified by majors were specializing in educational adminis-

tration, twenty-four percent were majoring in education (but not educational administration), twelve percent were majoring in political science, and four percent were majoring in other fields. Forty-one percent of the students identified as to present or immediately previous employment were school administrators, thirty-seven percent were teachers and seven percent were employed in governmental agencies. Other responses with respect to employment included: "unknown", eight percent; "none", six percent; and "other", one percent.

Respondents were also asked to identify the career aspirations of students served in courses in the politics of education. Fifty-five percent of the students for whom responses were received aspired to be school administrators; fifteen percent, administrators of higher education; fourteen percent, professors of education; eight percent, elementary, secondary, and junior college teachers; four percent, employees in governmental agencies; two percent, professors of political science; and two percent, "other". Relatively few respondents provided information as to the previous political science courses taken by their students in politics of education courses. Of the approximately 300 students for whom information was received, twenty-six percent had taken courses in politics, nineteen percent had taken courses in public administration, six percent had taken courses in political philosophy, and four percent had taken courses in international relations. Thus at least forty-five percent, and at most seventy-four percent, of the students had had no previous work in political science.

The information received permits certain tentative generalizations about the students presently served by university courses in the politics of education. These students are, in the main, Doctoral students in educational administration who have had little or no previous training in political science. They are employed, or have been most recently employed, as teachers and school administrators, and aspire to positions as administrators of elementary, secondary, or higher education.

A negative finding of this survey may be of interest to those concerned with university teaching. Approximately forty percent of the respondents did not provide information as to the majors, previous employment, or career aspirations of their students in politics of education courses. And, approximately three-fourths of the respondents did not provide information about previous courses in political science taken by their students. While this lack of response may simply indicate that many professors do not like to fill out questionnaires, my experience leads me to the conclusion that many professors are ignorant of their students' previous experiences relevant to course content, and, most importantly, are ignorant of their students' objectives.

The Instructors:

The forty-five courses, or sequences of courses, in the politics of education identified in this survey are taught by forty-nine instructors. Table II presents the names and addresses of professors teaching courses in the politics of education, alphabetically by states, plus Canada. Thirty of these received their highest degree in educational administration, twelve in political science, and four in a combined major of educational administration and political science. Other majors, of one instructor each, were economics, sociology of education, and a combined major of sociology, philosophy of education, and political science. Of the thirty-one instructors whose highest degree specialization was in educational administration or sociology of education, twenty-two had a political science major or minor for at least one of their university degrees.

Professors teaching courses in the politics of education have attended some of the most prestigious universities in the United States. The forty-nine instructors received their highest degrees from universities as follows: University of Chicago, eight; University of California, Berkeley, five; Ohio State University, four; Claremont Graduate School, three; Stanford University, three;

TABLE II

AERA Survey of University Courses in the Politics of Education:
Names and Addresses of Professors Teaching Courses
in the Politics of Education
(Alphabetically by States, plus Canada)

Alabama

John C. Walden; School of Education; Auburn U.; Auburn, Alabama 36830

California

Marvin Dymally; Claremont Graduate School; Claremont, California 91711
Naftaly Glasman; Dept. of Ed. Admin.; U. of California, Santa Barbara; Santa Barbara, California 93106
James W. Guthrie: Dept. of Education; U. of California, Berkeley; Berkeley, California 94720
Michael W. Kirst; School of Education; Stanford U.; Stanford, California 94305
Donald H. Layton and Jay D. Scribner; Dept. of Education; U. of California, Los Angeles; Los Angeles, California 90024

Connecticut

C.E. Lindblom; Dept. of Pol. Sci.; Yale U.; New Haven, Connecticut 06520
Edgar Litt; Dept. of Pol. Sci.; U. of Connecticut; Storrs, Connecticut 06268

Florida

Ralph B. Kimbrough; College of Education; U. of Florida; Gainesville, Florida 32601

Georgia

Eleanor C. Main, Dept. of Pol. Sci.; Emory U.; Atlanta, Georgia 30322

Illinois

Paul E. Peterson, Dept. of Pol. Sci.; U. of Chicago; Chicago, Illinois 60637

Indiana

Brother Anthony Ipsaro; Dept. of Secondary Administration and Supervision; U. of Notre Dame; Notre Dame, Indiana 46556
Arthur V. Tebutt, School of Education; Indiana U.; Bloomington, Indiana 47401
Ted R. Urich; Department of Education; Purdue U.; Lafayette, Indiana 47907

Iowa

E. Robert Stephens; College of Education; U. of Iowa; Iowa City, Iowa 52240

Massachusetts

Martha Derthick; Dept. of Policy Studies; Graduate School of Education; Harvard U.; Cambridge, Massachusetts 02138
Louis Menand; Dept. of Pol. Sci.; Massachusetts Institute of Technology; Cambridge, Massachusetts 02139

Table II (Continued)

Missouri

David L. Colton; Graduate Institute of Education; Box 1183; Washington U.; St. Louis, Missouri 63130
R. H. Salisbury; Dept. of Pol. Sci.; Washington U.; St. Louis, Missouri 63130

Nebraska

Duke B. Hubbard; Teachers College; U. of Nebraska; Lincoln, Nebraska 68508

New Jersey

Lawrence Kaplan; Graduate School of Education; Rutgers, the State U.; New Brunswick, New Jersey 08903

New Mexico

Martin Burlingame; College of Education; U. of New Mexico; Albuquerque, New Mexico 87106
Lloyd B. Cooper; College of Education; New Mexico State U.; Las Cruces, New Mexico 88001

New Yrok

Stephen K. Bailey; Dept. of Pol. Sci.; and Joseph H. McGivney; Dept. of Ed. Administration; Syracuse U.; Syracuse, New York 13210
Harvey Bloland; Dept. of Education; New York U.; New York, New York 10003
Glenn L. Immegart; College of Education; U. of Rochester; Rochester, New York 14627
George R. LaNoue; Teachers College; Columbia University; New York, New York 10027
Michael M. Milstein; Dept. of Ed. Admin.; State U. of New York, Buffalo; Buffalo, New York 14214
Ralph A. Straetz; Dept. of Poli. Sci.; New York U.; New York, New York 10003

Ohio

James H. Andrews; Dept. of Pol. Sci.; and Raphael O. nystrand; College of Education; Ohio State U.; Columbus, Ohio 43210
Lewis A. Bayles; College of Education, U. of Cincinnati; Cincinnati, Ohio 45221
Ralph D. Purdy; College of Education; Miami U.; oxford, Ohio 45056
Richard Saxe, Assistant Dean for Research-Development; U. of Toledo; Toledo, Ohio 43606

Pennsylvania

James J. Jones and Leon Ovsiew; College of Education; Temple U.; Philadelphia, Pennsylvania 19122
Frank W. Lutz; Dept. of Educational Services; Pennsylvania State U.; University Park, Pennsylvania 16802

Tennessee

Larry W. Hughes; College of Education; U. of Tennessee; Knoxville, Tennessee 37916
Charles F. Faber and Russell F. Farnen; George Peabody College for Teachers; Nashville, Tennessee 37203

Texas

John T. Thompson; Dept. of Pol. Sci.; North Texas State U.; Denton, Texas 76203

Table II (continued)

Virginia

Edith K. Mosher; Bureau of Educational Research; U. of Virginia; Charlottesville, Virginia 22903

West Virginia

Harold I. Goodwin; College of Human Resources and Education; West Virginia U.; Morgantown, West Virginia 26506

Wisconsin

B. Dean Bowles; Dept. of Ed. Admin.; U. of Wisconsin, Madison; 502 State Street, Madison, Wisconsin 53706

I.T. Johnson; School of Education; U. of Wisconsin-Milwaukee, Milwaukee, Wisconsin 53201

Wyoming

Myron R. Basom; College of Education; U. of Wyoming; Laramie, Wyoming 82070

Canada

Laurence Iannaccone; Ontario Institute for Studies in Education; 102 Bloor Street, West; Toronto, Ontario, Canada

R. E. Baird, William Knill, and J.E. Seger; College of Education; U. of Alberta; Edmonton, Alberta, Canada

Harvard University, two; University of Illinois, two; University of Iowa, two; Northwestern University, two; University of Oregon, two; Syracuse University, two; Teachers College, Columbia University, three; and one each from Catholic University of America, New York University, University of North Carolina, Sacramento State College, University of Tennessee, University of Texas, Tufts University, University of Wisconsin -Madison, University of Wyoming, and Yale University.

Forty-five instructors responded to an item asking them to identify their major areas of scholarly interest. The politics of education was identified by thirty-four instructors as an area of major interest; these thirty-four cited other areas of major interest as follows: administrative theory, 11; politics, 6; educational administration, 5; school finance, 3; school law, 3; and interdisciplinary content and instructional materials, philosophy of education, religious-oriented education, social philosophy, and sociology of education, one each. Seven of the respondents, all professors of political science, cited politics as the area of their major interests.

The respondents were also asked to identify the courses that have been of greatest value in preparing them to teach courses in politics of education. Thirty-seven instructors responded to this item as follows: courses in politics, 16; courses in government, 11; courses in public administration 10; courses in the politics of education 9; courses in educational administration, 5; courses in constitutional law, 4; and courses in anthropology of education, economics of education, groups and inter-personal relationships, social science research methodology, and sociology of education, one each. Nine instructors stated that individual study had been of greatest value to them, while four cited experience in state and federal administration of education, and three cited actual political experience.

Scope and Substance of the Courses:

Respondents submitted bibliographies for twenty-eight, syllabi for twenty-five, and catalog descriptions for two of the forty-~~four~~ five politics of education courses identified.

The list of the course titles below gives evidence of substantial variation from campus to campus:

Educational Administration: The Social and Political Environment (University of Alberta)
Local Educational Policy Determination; The Federal Role in Education (two courses, University of California, Berkeley)
School Government/Politics of Education (University of California, Los Angeles)
Schools--Public Institutions (University of California, Santa Barbara)
The Politics of American Education (University of Chicago)
Policy Determination in Education (Claremont Graduate School)
The Politics of Education (Emory University)
Politics of Education; Organization and Administration of Public Education (two courses, George Peabody College for Teachers)
Education, Law, and Urban Politics (Harvard University)
Federal and State School Administration (Indiana University)
Seminar in Educational Policy Determination (University of Nebraska)
Community Studies (University of New Mexico)
The Politics of Education in Local, State, and Federal Governments (State University of New York, Buffalo)
Politics of Education (North Texas State University)
Politics of Educational Policy Making (University of Notre Dame)
Urban Educational Politics (Ohio State University)
Politics of Education(Purdue University)
Clinical Studies in School-Community Analysis (Rutgers, the State University)
Education and Public Policy (Stanford University)
Education and Public Policy (Syracuse University)
American Politics and Education (and ten specialized courses, Teachers College, Columbia University)
School-Community Relations (University of Tennessee)
Policy Formation (University of Toledo)
Education and Politics (University of Virginia)
The Law and Politics of Education (Washington University)
Political Aspects of Urban Education (University of Wisconsin-Madison)
Seminar in the School as a Political Institution (University of Wisconsin-Milwaukee)
Elements of Politics: Empirical; Elements of Politics: Theoretical (two courses, Yale University)

Objectives of selected representative courses in the politics of education are as follows:

A. James W. Guthrie, University of California, Berkeley, "Local Educational Policy Determination"

1. To enable students to understand better the forces, processes, and conditions which interact to shape the direction of public education at the local level.

2. To acquaint students with several conceptual models which may possibly assist in explaining local community decisions about schools.

3. To provide an opportunity for students to become more familiar with research procedures by participating in an actual study of local educational policy determination.

B. Russell F. Farnen, George Peabody College for Teachers, "The Politics of Education"

Political Science can shed light on the political elements of education, e.g.: the political role of pressure groups, school boards and political matters, bond issues and referenda, political concerns of educational organizations and parent-teachers organizations, etc. Additionally, social scientific data are available on the political knowledge, behavior, and attitudes of teachers and administrators as well as elementary and secondary school students. The study of politics and education will be helpful to the classroom civic education teacher, the administrator involved in a democratic (politically saturated) political system, and the student of political science who wishes to examine a case study of an important institution in our participant political culture.

C. Duke B. Hubbard, University of Nebraska, "Seminar in Educational Policy Determination"

The purpose of the course is to provide the student and practicing administrator with sufficient knowledge concerning concepts in organization theory and community power structure that he will be in a strong position to influence decisions concerning education at the community, state, and national levels of government.

D. T. R. Urich, Purdue University, "Politics of Education"

Course Objectives:

1. To study school systems as political entities with special references to authority, control, and power structure.

2. To develop materials that will assist in studying political issues of special significance for educators, such as political socialization, federal aid to education, desegregation, and collective negotiations.

3. To examine the contemporary political theory and forces which are shaping public education.

E. Edith Mosher, University of Virginia, "Education and Politics"

Objectives:

The course is designed to enhance the following dimensions of student learning and performance:

1. Knowledge of current theories of political allocation and public policy formulation.

2. Acquaintance with the variety of institutions, groups, and individuals whose activities determine educational policies at various levels of government.

3. Knowledge and analytic skills required to interpret and conduct research studies related to the politics of education.

Representative general topics included in courses focused upon the politics of education are as follows:

A. R. E. Baird, William Knill, and J.E. Seger, University of Alberta, "Educational Administration: The Social and Political Environment"

1. The Contribution Social Sciences May Make to the Study of Educational Administration.

2. The Scope and Method of Political Science

3. Government and Society

4. Power, Authority, and Leadership

5. The Structure of Value Systems Within Society

6. Social Class and Its Influence on Education

7. The Voter and Voting Behavior

8. Community Politics and Education

9. Demography and Education

10. The Adolescent Sub-Culture

B. Donald H. Layton and Jay D. Scribner, University of California, Los Angeles, "School Government/Politics of Education"

1. Current Perspectives on the Politics of Education

2. The Governmental Organization of American Education

3. Governance and Politics of Education.
   a. The National Level
   b. The State Level
   c. The Local Level

4. Restructuring of the Governance of American Education

C. Paul E. Peterson, University of Chicago, "The Politics of American Education"

1. Power Relations in Local Communities
2. Machine Style Educational Decision-Making
3. The Professionalization of Educational Decision-Making
4. Contemporary Changes in Educational Decision-Making
5. State Educational Politics
6. National Educational Politics.

D. Michael M. Milstein, State University of New York, Buffalo, "The Politics of Education in Local, State, and Federal Governments"

1. Theoretical Approaches: Group Theory, Economic Theory, Power Theory, Role Theory

2. Actors: Political Parties, The Profession, Private Voluntary Associations

3. The Legislative Process: Structure, Roles, Constituency Relations, Interest Groups, Committees, Relations with the Executive, Bases of Legislative Decision-Making

4. The Administrative Process: Structure, Functions, Clientele, Environment, Relations with the Legislature, Features of Federalism

5. Policy Development: Policy-areas Examined by Students and Developed into Case Studies

E. Michael W. Kirst, Stanford University, "Education and Public Policy"

1. Cities and Suburbs
   a. Political Systems Analysis and Local Politics of Education
   b. Systems Analysis and Political Influence
   c. The Urban Political Setting: Is There a Power Elite?

d. The Mayor, City Political Leaders, and the Schools
e. The Superintendent: Is He the Influence Broker?
f. The City School Bureaucracy: Can It Be Controlled?
g. Pedagogues and Power: Teachers, Accrediting Associations, Professional Groups
h. The School Board: How Much Actual Influence?
i. The Urban Community and the Schools
j. The Politics of Integration
k. Suburbia: How Does Political Influence Differ From Cities?
l. The Suburban Schoolman in Politics
m. Some Forces for Change in Local School Politics

2. Federal and State Policy
   a. The Study of Policy Formation: Introduction and Methods
   b. Political Theory and Policy Making
   c. Inputs: Structure of Demands and Supports
   d. Conversion: Mechanisms and Personnel
      1. Executive Branch Role in Education Policy
      2. Congress and Education Policy
   e. Federal Policy Output and Feedback
   f. A Conceptual Framework for State Education Policy
   g. State Politics of Education
   h. Selected Issues in Education and Public Policy

For a number of the courses in the politics of education, syllabi or bibliographies identified "required," or "major," or "important" sources. These sources are identified below. It should be noted, however, that many of the instructors identified do not make such differentiation of sources, but instead provide an extensive undifferentiated course bibliography.

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